



Front Page (populated by staff meeting for links/ideas)

INTENT:

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in Art.

Here, at All Saints Primary, we value and are dedicated to the teaching of Art. We see this as a fundamental part of our school vision to nurture hearts and inspire minds and are therefore committed to providing an 'Arts Rich Curriculum' for our children.

We believe that a high quality art, craft and design education is essential for personal, social, moral, spiritual, cultural and creative development. We believe art, craft and design education prepares children for life in modern Britain and within international communities through study that promotes tolerance and respect, and social, spiritual, moral, and cultural understanding. We believe that an art, craft and design education

IMPLEMENTATION:

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences;
- Become proficient in drawing painting, sculpture and other art, craft and design techniques;
- Evaluate and analyse creative works using the language of art, craft and design;
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Class teachers are usually responsible for teaching art, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Art provision.

IMPACT:

Our children enjoy the self-expression that they experience in Art.

They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science.

Through their art, the children are able to reach out into the community, with our pupil's artwork proudly displayed in the local places.

At the end of KS1, pupils will be able to:

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Progress Objectives - Assessment Criteria Table

Early Years and Key Stage 1

	EYFS	Yr. 1	Yr. 2
Skills	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> work purposefully responding to colours, shapes, materials etc. create simple representations of people and other things 	<ol style="list-style-type: none"> recognise that ideas can be expressed in art work experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i> 	<ol style="list-style-type: none"> try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with tools and materials 	<ol style="list-style-type: none"> try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities 	<ol style="list-style-type: none"> deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> recognise and describe key features of their own and others' work 	<ol style="list-style-type: none"> Show interest in and describe what they think about the work of others 	<ol style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i>
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. how to explain what they are doing 	<ol style="list-style-type: none"> how to recognise and describe some simple characteristics of different kinds of art, craft and design the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ol style="list-style-type: none"> that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i>
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> is about researching and developing ideas is the sketchbook thread, recording and experimenting is about exploring and developing skills and techniques is about applying and using technical skills and acquiring mastery is about making judgements is about the knowledge of art, cultural context etc. is about the knowledge of media, processes, techniques etc. 		



ART – YEAR 1/2

Sparks and Flames

Autumn Term 1 (Rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Build on knowledge of complimentary colours to create different hues and tints within the flames – extend knowledge into how different media work together.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use chinks, paints, collage and mixed media create fiery art. Use colour theory to help generate a variety of different colours and patterns.

Generating Ideas (Ar2/1.1)

Experiment with chinks, paints, collage and mixed media. Find the media that creates the effect that they desire.

Knowledge and understanding (Ar2/1.3)

Focus on the artist...

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece

Colour theory

Spring Term 2 (Rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Build on knowledge of colour mixing and complimentary colours from year 1.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Create an abstract artwork using their knowledge of colour theory.

Generating Ideas (Ar2/1.1)

Investigate colour theory in sketchbooks. Colour mixing, hues, tints, shades, complimentary colours.

Knowledge and understanding (Ar2/1.3)

Focus on the artist Kandinsky. Understand the difference between figurative art and abstract art.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



Giuseppe Arcimboldo – natural materials artist

Summer Term 1 (Rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Recognise Arcimboldo's art as figurative (not abstract). Recognise the difference between the disciplines of landscapes and portraits.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use the forms and patterns of fruit and vegetables to create their own 'Arcimboldo' portraits.

Generating Ideas (Ar2/1.1)

Investigate the forms and patterns of vegetables and fruit. Recognise negative space and how to fill it with suitable natural forms.

Knowledge and understanding (Ar2/1.3)

Focus on the artist Giuseppe Arcimboldo.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece

Andy Goldsworthy – Land Art

Summer Term 2 (Rotation 1)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use

Generating Ideas (Ar2/1.1)

Investigate the

Knowledge and understanding (Ar2/1.3)

Focus on the artist Andy Goldsworthy

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



Self portraits – Van Gogh

Autumn 2 (Rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Build on knowledge of colour mixing, complimentary colours and patterns to create a variety of animal forms.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use

Generating Ideas (Ar2/1.1)

Explore **Knowledge and understanding (Ar2/1.3)**

Focus on the artist...

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece

African Art

Spring 2 (Rotation 2)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Build on knowledge of colour mixing and complimentary colours to create different hues and tints.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use their understanding of African patterns and colour to create decorative tribal masks and water jars.

Generating Ideas (Ar2/1.1)

Explore the colours and patterns of of the African landscape and native tribes.

Knowledge and understanding (Ar2/1.3)

Focussing on the Maasai Culture and their homemade jewellery.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



Piet Mondrian

Autumn 1 (Rotation 3)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Use understanding from Land Art project that 3D art needs to consider that the audience can view their art from all angles.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use modroc to create 3D art of a polar landscape.

Generating Ideas (Ar2/1.1)

Investigate ideas and techniques for creating colour, pattern, texture, line, shape, form and space in three dimensions with modroc.

Knowledge and understanding (Ar2/1.3)

Focus on the artist...

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece.

Paper Art

Spring 2 (Rotation 3)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Build on knowledge of complimentary colours to create different hues and tints within the flames – extend knowledge into how different media work together.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use chinks, paints, collage and mixed media create fiery art. Use colour theory to help generate a variety of different colours and patterns.

Generating Ideas (Ar2/1.1)

Experiment with chinks, paints, collage and mixed media. Find the media that creates the effect that they desire.

Knowledge and understanding (Ar2/1.3)

Focus on the artist...

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



KEY SKILLS

Produce creative work, exploring their ideas and recording their experiences
Become proficient in drawing, painting, sculpture and other art, craft and design techniques
Evaluate and analyse creative works using the language of art, craft and design
Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KEY KNOWLEDGE

Use a range of materials creatively to design and make products
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

SMSC

(to be developed in all lessons)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES

(to be developed in all lessons)

The teaching of art and design offers an unique opportunity to explore the evolution of the core british values in the creating and viewing of art. Children will have the opportunity to:

Democracy - Take into account the views of others in shared activities; vote for outcomes.

The Rule of Law - Undertake safe practices, following class rules during projects and activities for the benefit of all; understand the consequences if rules are not followed.

Individual Liberty - Work within boundaries to make safe choices in art and design; make own choices within art and design projects.

Tolerance - Experience and talk about art and design work from different cultures and religious beliefs; use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect - To behave appropriately allowing all participants the opportunity to work effectively; review each other's work respectfully; work together on projects, help and advice others; experience different festivals, traditions and celebrations through art and design